

5
021
L8c ff
1984

PLEASE RETURN

STATE DOCUMENTS COLLECTION

MAY 29 1986

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

**A Choice of Futures,
A Future of Choices**

A LONG-RANGE PLAN
FOR LIBRARY DEVELOPMENT

PREPARED BY:
Montana Library Services
Advisory Council

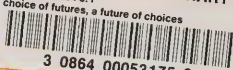
JULY, 1984



MONTANA STATE LIBRARY

S 021 LBCh1 1984 c.1

A choice of futures, a future of choices



3 0864 00053175 9

PREFACE

Montana libraries face not only a future of choices, but a choice of futures. A five-year plan anticipating the year 1989 coincides with Montana's 100th birthday as a state, a natural occasion for library involvement in the lives of citizens celebrating their heritage and pondering the prospects ahead. For library development, the Statehood Centennial also can be an important juncture: a time to pause and reflect on the past, but also a time to set precedent.

As storehouses of the human record, libraries constitute an investment in both the past and the future. How that human record is translated, stored, retrieved and shared presents problems--and the challenge of creative solutions--as society and its resources develop and change. Contemporary society is witnessing the emergence of a knowledge-based economy and, as noted in a recent Council of State Planning Agencies monograph, "in the postindustrial age the learning enterprise. . .is destined to become the keystone industry of a sector of the economy--the knowledge sector." The role of libraries within a "knowledge-based economy" will be vital in Montana and elsewhere.

A long-range plan in and of itself does not impose directions, but it can provide a framework against which can be measured our individual and collective actions in forming the future. As one of the tools for deliberative decision-making, it can enhance our awareness of the choices available as well as heighten our appreciation for the cause-effect relationships among different types and levels of library activity. For federal purposes, Montana's library development plan has not been updated since 1978. Rather than producing a compliance document simply to serve federal purposes, an attempt has been made in this draft to be more comprehensive; while all the needs of all types of libraries may not be included, they are not excluded, either. The draft long-range plan is not intended as a reference solely for those in custody of State Library operations, but as an invitation to accelerate progress and partnerships statewide.

As a document highlighting broad goals and many possible ways to pursue them, details are lacking in this draft. Nonetheless, it is hoped that the six "vision statements" can focus the task of sorting through the specifics--the who, how and when questions that likely have multiple answers--in a collaborative fashion over the next five years.

Readers are urged to refer to the background material beginning on page 37--sections that elaborate on the people, the finances, the issues and the language of "library land" in Montana--as a context within which to consider the proposals on the preceding pages. And, more importantly, everyone is urged to forward comments after reviewing the draft.

LONG-RANGE PLANNING COMMITTEE
MONTANA LIBRARY SERVICES ADVISORY COUNCIL

EXECUTIVE SUMMARY

Based on suggestions received and references reviewed as part of a long-range planning cycle initiated by the Montana Library Services Advisory Council in September, 1983, the 69-page draft "A Choice of Futures, A Future of Choices":

- o identifies six major goal areas--vision statements for 1989 when Montana celebrates her Statehood Centennial --to guide library development over a five-year period,
- o presents 179 options organized under those six vision statements for caretakers of library services--from the local to the state level--to choose from as they clarify preferred directions,
- o provides background information on funding resources, policy-making bodies and issues of cross-cutting concern within the library community.

Addressed in the draft plan are services and programs for all types of libraries in Montana--public, school, academic and special. They number nearly 640: 129 public libraries supported by 6 federations serving the library and information needs of people of all ages within their geographic areas; 384 school library/media centers for the state's public school students and staff; 17 academic libraries for college students and faculty; and 108 special libraries serving such "communities" as the residents of the state's 13 institutions, business people, history scholars, students of genealogy, state government workers, and health science and legal professionals.

The six vision statements focus on strengthening libraries' roles within their communities, cooperating within the context of a statewide network, improving and coordinating collections within the state, harnessing technology to best advantage in serving citizens, assuring active public and professional education programs to enhance library services and tending to several special needs that exist in serving certain populations and sites.

The long-range plan is being drafted as part of the Council's duty to advise the Montana State Library Commission. Decision-making and elaboration will come later as part of an on-going planning process under the stewardship of the Commission. To proceed with confidence, however, consensus must come first. It is hoped that, from this draft, a cohesive expression of the long-range visions for library development in Montana will emerge to influence local, state and federal actions during the coming years.

CONTENTS

| | |
|-----------------------------|-----|
| Preface | i |
| Executive Summary | iii |

VISION & OPTIONS

| | |
|---------------------------------------|----|
| Library as Community Center | 1 |
| Cooperation | 7 |
| Collection Development | 11 |
| Technology | 17 |
| Education | 23 |
| For Special Attention | 31 |

MORE BACKGROUND

| | |
|--|----|
| Policies and Politics | 37 |
| Funding | 43 |
| Library Issues of Public Concern | 51 |

APPENDICES

| | |
|---|----|
| Glossary | 55 |
| Acronyms and Initialisms | 67 |
| Organization Chart of the Montana State Library | 69 |



MONTANA STATE LIBRARY

TED SCHWINDEN, GOVERNOR

1515 E. 6TH AVENUE



STATE OF MONTANA

(406) 444-3115

HELENA, MONTANA 59620

July 27, 1984

Dear Reader:

The Montana Library Services Advisory Council is releasing the long-range plan as a DRAFT FOR REVIEW AND COMMENT prior to making any final recommendations. Believing that the process of planning is as important as the product, the Council hopes to gain the perspectives of as many people as possible in helping to shape future library development in the state.

This planning cycle began in September 1983, when the Council's Long-Range Planning Committee invited suggestions and researched recent library-related reports. That information was then compiled into common themes which later became "vision statements" with related implementation options. In June 1984, the Council reviewed the Committee's work and made revisions which are reflected in this draft.

The Council will reconsider the draft after the review and comment period. It is hoped that a Council-approved plan can be recommended to the Montana State Library Commission in October 1984 for subsequent action.

Please examine the contents of the draft closely, discuss it with your colleagues, and return the REVIEW/RESPONSE FORM included in this packet by September 28, 1984. Additional instructions appear on the reverse side of this letter.

Your comments are invited and encouraged.

Sincerely,

MONTANA LIBRARY SERVICES ADVISORY COUNCIL

Genevieve Beery, Wolf Point
Robert Clark, Helena
Nancy Coe,* Hamilton
Mary Doggett, White Sulphur Springs
Mary Enge, Miles City
Karen Everett, Billings
Peggy Gadow,* Missoula
Barbara Gillis,* Great Falls
Suzy Holt, Helena
Cheryl Hutchinson,* Helena
Lucy Jones,* Miles City

Kathleen McBride, Butte
Michael Ober, Kalispell
Pat Palagi, Billings
Barbara Rudio, Missoula
Darlene Skari, Chester

*denotes members of the Long-Range Planning Committee, assisted in drafting by:
Sara Parker, State Librarian
Melinda Artz, writer/editor

PLEASE KEEP IN MIND . . .

1. The REVIEW/RESPONSE FORM is in two parts. Tear out and return only Part I (pages 3-4 that follow) if your time doesn't permit more comprehensive comment.
2. You're dealing with a DRAFT. Nothing included is final. It purposely contains some suggestions to spark debate, to stimulate reactions and additional ideas. The planning process is fluid, but it has to begin somewhere. As such, the DRAFT is intended to focus the collective attention of the library community on a wide range of issues.
3. Numerous options have been listed, most without judging their merit, but they represent the suggestions received. Your review and comments will help in the eventual task of prioritizing. You do not have to make "either/or" choices; express your preferences, especially in those areas most important to you. You will note that some of the options listed complement one another, while others conflict; some duplicate or offer subtle alternatives; some are short-term and others more general; some could be quite costly and others of minimal expense. And, though the options are numerous, the list does not pretend to be exhaustive; more may be proposed. Once described as a "disguised questionnaire," the draft plan covers diverse concerns and presents a multitude of ways to address them. Sifting through the full array of options and bringing clarity to those most and least worth pursuing, in fact, is an integral step in the planning process.
4. After recommendations on *what* needs to be done become more apparent, the details of *who* should take lead responsibility for initiating actions, *when* each should be phased in, *how* each would be implemented and *how much* each would cost will need to be studied and determined. Regarding a long-range plan as a general statement of intentions, the Council assumes that many other planning documents — annual and program plans at various levels — would be generated later with more specific information as appropriate. Part II of the REVIEW/RESPONSE FORM asks for your initial opinions on some of those questions, however.
5. Progress already is being made in many of the areas addressed in the draft plan. The Council recognizes that many of the options already are happening but included them so that others might glean ideas or become more fully aware of the status of statewide efforts.

We want to know
what you think of the draft
long-range library planning document titled

“A Choice of Futures, A Future of Choices.”

We invite you to give us your reactions and
suggestions on this REVIEW/RESPONSE FORM.

It has two parts — the first (which won't take long
to complete) asks for your general impressions, while
the second provides a way to relay more of your views on
the specifics if you can invest the time.

Please don't simply file your copy! Be part of the long-range
planning process by filling out and returning this REVIEW/RESPONSE
Form by September 28, 1984.

**YOUR OPINIONS
ARE IMPORTANT . . .**

PART I. GENERAL IMPRESSIONS

1. What do you like about the draft?

2. What do you dislike about it?

3. Is the text relatively readable and organized, perhaps even for people without extensive library background? If not, please cite some examples or suggest improved language.

4. Do the six “vision statements” sound reasonable? If not, why not?

Tear off here for short response.

PART I. Continued . . .

5. Please rank the six areas represented in the vision statements. Place a "1" beside the area you think is "high priority" on through a "6" for what you regard as "lowest priority" in addressing Montana's library development needs.

Write numbers 1-6
in the blanks to show your
high-low priority preference.



- _____ LIBRARY AS COMMUNITY CENTER (page 7)
- _____ COOPERATION (page 7)
- _____ COLLECTION DEVELOPMENT (page 11)
- _____ TECHNOLOGY (page 17)
- _____ EDUCATION (page 23)
- _____ FOR SPECIAL ATTENTION (page 31)

6. Are there any major areas you think should be added?

7. For each of the background sections listed below, please indicate if the information was useful to you and if you found any inaccuracies (if so, elaborate on a separate sheet).

| | Useful? | Inaccuracies? |
|---|---------|---------------|
| POLICIES AND POLITICS <i>page 37</i> | | |
| FUNDING <i>Page 43</i> | | |
| LIBRARY ISSUES OF PUBLIC CONCERN <i>page 51</i> | | |
| GLOSSARY <i>page 55</i> | | |

8. Please check the boxes that best describe your current affiliation with library services in Montana:

| TYPE OF LIBRARY | CAPACITY |
|---|---|
| <input type="checkbox"/> public library <input type="checkbox"/> school library <input type="checkbox"/> academic library <input type="checkbox"/> special library <input type="checkbox"/> combined library <input type="checkbox"/> all of the above | <input type="checkbox"/> trustee <input type="checkbox"/> friend/user <input type="checkbox"/> library employee <input type="checkbox"/> local government official <input type="checkbox"/> state government official <input type="checkbox"/> other |

OPTIONAL

Name _____ Telephone _____

City/Town _____

PART II. SPECIFIC SUGGESTIONS

Following each vision statement, you found numerous options that, if implemented, would help accomplish long-range goals. If you have the time, please go back through the options and (using this worksheet) indicate first the importance you place on each option, then please give us your judgment as to what level should initiate action. ("State" could include but not be limited to the State Library, OPI, Board of Regents or MLA, while examples of "Local" would be public library, school district or special library.) Circle appropriate numbers and letters.

| LIBRARY AS COMMUNITY CENTER | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|----------------|---|---|---|-------------|---|---|---|------------------|----------|----------------|---|---|---|-------------|---|---|---|------------------|---|---|
| Option # | Very Important | | | | Unimportant | | | | Key Implementor? | Option # | Very Important | | | | Unimportant | | | | Key Implementor? | | |
| | 1 | 2 | 3 | 4 | 5 | L | F | S | N | | O | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 1 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 18 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 2 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 19 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 3 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 20 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 4 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 21 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 5 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 22 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 6 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 23 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 7 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 24 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 8 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 25 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 9 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 26 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 10 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 27 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 11 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 28 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 12 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 29 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 13 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 30 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 14 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 31 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 15 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 32 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 16 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 33 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 17 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | | | | | |

Other options?

| COOPERATION | | | | | | | | | | | | | | | | | | | | | |
|-------------|----------------|---|---|---|-------------|---|---|---|------------------|----------|----------------|---|---|---|-------------|---|---|---|------------------|---|---|
| Option # | Very Important | | | | Unimportant | | | | Key Implementor? | Option # | Very Important | | | | Unimportant | | | | Key Implementor? | | |
| | 1 | 2 | 3 | 4 | 5 | L | F | S | N | | O | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 1 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 10 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 2 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 11 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 3 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 12 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 4 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 13 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 5 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 14 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 6 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 15 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 7 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 16 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 8 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 17 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |
| 9 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | 18 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O |

Other options?

PART II. Continued . . .

| COLLECTION DEVELOPMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|----------------|---|---|---|---|-------------|---|---|---|---|------------------|------------|-------|---------------|----------|-----------------|---|---|---|---|-------------|---|---|---|---|------------------|-------|------------|-------|---------------|-----------------|
| Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | | |
| | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | Local | Federation | State | Nat'l. Reg'l. | | Other (specify) | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | Local | Federation | State | Nat'l. Reg'l. | Other (specify) |
| 1 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 18 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 2 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 19 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 3 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 20 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 4 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 21 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 5 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 22 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 6 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 23 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 7 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 24 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 8 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 25 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 9 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 26 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 10 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 27 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 11 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 28 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 12 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 29 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 13 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 30 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 14 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 31 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 15 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 32 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 16 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 33 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 17 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 34 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| Other options? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| TECHNOLOGY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|----------------|---|---|---|---|-------------|---|---|---|---|------------------|------------|-------|---------------|----------|-----------------|---|---|---|---|-------------|---|---|---|---|------------------|-------|------------|-------|---------------|-----------------|
| Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | | |
| | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | Local | Federation | State | Nat'l. Reg'l. | | Other (specify) | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | Local | Federation | State | Nat'l. Reg'l. | Other (specify) |
| 1 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 11 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 2 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 12 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 3 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 13 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 4 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 14 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 5 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 15 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 6 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 16 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 7 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 17 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 8 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 18 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 9 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 19 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| 10 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | 20 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | |
| TECHNOLOGY continued next page | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PART II Continued. . .

| TECHNOLOGY CONT'D. . . | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|----------------|---|---|---|---|-------------|---|---|---|---|------------------|-------|-------|-------|----------|----------------|---|---|---|---|-------------|---|---|---|---|------------------|-------|-------|-------|-------|-------|--|--|--|--|--|
| Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | _____ | _____ | _____ | _____ | | _____ | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | _____ | _____ | _____ | _____ | _____ | | | | | |
| 21 | | | | | | | | | | | | | | | | 26 | | | | | | | | | | | | | | | | | | | | |
| 22 | | | | | | | | | | | | | | | | 27 | | | | | | | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | 28 | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | 29 | | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other options? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| EDUCATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1 | | | | | | | | | | | | | | | | 15 | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | 16 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | 17 | | | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | 18 | | | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | | | | 19 | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | 20 | | | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | | | | 21 | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | 22 | | | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | | | | 23 | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | 24 | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | 25 | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | 26 | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | 27 | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other options? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

PART II. Continued . . .

| FOR SPECIAL ATTENTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------|----------------|---|---|---|---|-------------|---|---|---|---|------------------|----------|----------------|-------|---------------|-----------------|---|-------------|---|---|---|---|------------------|---|---|---|-------|------------|-------|
| Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | Option # | Very Important | | | | | Unimportant | | | | | Key Implementor? | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | Local | | Federation | State | Nat'l. Reg'l. | Other (specify) | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | Local | Federation | State |
| 1 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 20 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 2 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 21 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 3 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 22 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 4 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 23 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 5 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 24 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 6 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 25 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 7 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 26 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 8 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 27 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 9 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 28 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 10 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 29 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 11 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 30 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 12 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 31 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 13 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 32 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 14 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 33 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 15 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 34 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 16 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 35 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 17 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 36 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 18 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 37 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| 19 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | 38 | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | |
| - | 1 | 2 | 3 | 4 | 5 | L | F | S | N | O | | | | | | | | | | | | | | | | | | | |
| Other options? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Any other ideas?

Thank you for
taking part in the long-range planning process
for Montana's library development.

Montana Library Services Advisory Council
 c/o Montana State Library
 1515 East Sixth Avenue
 Helena, Montana 59620

1989: A VISION

“ Libraries# are a hub of activity in their communities--centers for information# and research, recreation and life-long learning--with programs and services that respond to community needs. Open and accessible to mind and body, libraries are inviting places to be. People turn to libraries and the people who work in them to find out and take part in what's going on in their communities, the state and the world, as well as in their areas of special interest and need. As sites for public events, libraries draw upon the resources of and are attractive to all people. Leaders and their diverse constituencies support libraries as vital to community life. ”

SOME BACKGROUND

Montana laws and policies#, recommendations made at the 1978 Governor's Conference "Opening Doors," recent library studies and Montana Public Library Standards support and challenge all libraries--whether large or small, public or special# interest--to be dynamic centers for their communities.

Many Montana libraries are finding out what their communities want from them in order to shape services to meet these needs. As seen in the examples below, this leads to expanded and improved service through adaptation of traditional services and programs as well as instigation of new ones.

Many libraries offer meeting space for a variety of activities which include: Al-Anon meetings, yoga and CPR classes, literacy# programs, adult education courses, public debates and lectures as well as study group meetings on such subjects as science fiction and great books. "Community bulletin boards" are commonplace in most libraries.

This mark indicates definitions found in the Glossary.

Other libraries have staff members trained in signing to serve people who are hearing impaired. Physical facilities are being reviewed and altered to provide access for disabled people.

Because information comes in a variety of forms, books aren't all that can be borrowed from Montana libraries. Computers, records, art prints, cassette tapes and films, even cameras and toys, are sometimes available for loan.

Local records, gathered and preserved in special collections#, make public and academic libraries# natural sites for historical research and events. Tribal libraries have been particularly committed to preserving Indian history.

Some libraries share space with other community service agencies. Moving beyond their walls, public libraries offer story hours to children in remote areas and programs to residents of nursing homes. School and public libraries often cooperate to promote and support summer reading programs.

As libraries strengthen their cooperative efforts, as they examine their services and explore new ways to deliver services, they will keep alive a vital part of any community--its knowledge.

GOALS

“ Libraries are a hub of activity in their communities -- centers for information and research, recreation and life-long learning . . . ”

Libraries exist so that experience and ideas can pass across time and space from one person to another. When a library and its personnel do this well, they are close to the functional heart of their community, responding to its flow of events and people.

The idea of "library as community center" is elastic. It encompasses the familiar public library#, college, research and institution libraries, information agencies and school media centers#. Almost any agency or service that takes as its sole responsibility the storing, retrieving and sharing of information fits the general definition of a library. Some libraries have books, some don't. Some are housed in large buildings, while others are tucked in odd corners.

The people a library is charged to serve make up its community. City, county, state or district boundaries determine the members of many library communities. Other circumstances create library communities of people attending schools, residents of institutions and long-term care facilities, hospital patients and people who work with disabled citizens, to name only a few.

- Option 1: Identify the needs of people in library communities and design written plans to spur development of library services which respond to factors such as:
- . the values of potential and primary users#
 - . vital statistics of the population served
 - . fiscal, administrative and legal restraints
 - . the physical environment
- Option 2: Provide prompt access for users to reference information, contemporary literature, old favorites-- whatever people look for in their libraries.
- Option 3: Provide strong pre-school services which include story hours, reader guidance and an atmosphere that attracts young readers.
- Option 4: Provide year-round programs, including summer reading activities, for school-age young people to supplement their informational and recreational library needs.
- Option 5: Identify the wants and needs of elder library users and develop services appropriate to their needs, find successful models and make use of all community education and information resources.
- Option 6: Provide materials and volunteers to help people of all ages attain reading proficiency and enjoy using their libraries.

“ Open and accessible to mind and body, libraries are inviting places to be. ”

- Option 7: Welcome users in a spirit of helpfulness and respect; remain alert to meet their individual needs and interests.
- Option 8: Ensure that library personnel have adequate time to help users and the freedom to exercise independent judgment in the interest of the user.
- Option 9: Provide every library with a telephone.
- Option 10: Situate libraries where they will be easy to get to in the normal course of a day's activities.
- Option 11: Provide adequate off-street library parking for users and staff.

- Option 12: Accommodate the special access needs of physically disabled users, including library parking spaces marked for disabled users.
- Option 13: Furnish libraries attractively, sturdily and invitingly. Provide good lighting and comfortable temperatures.

“ People turn to libraries and the people who work in them to find out and take part in what's going on in their communities, the state and the world, as well as in their areas of special interest. ”

Not everyone who comes inside library doors necessarily wants a book. Some people want help to find out about community services. Others want access to information that's part of computerized databases#. Whether for a well-loved classic or the latest on fast-breaking world events, people come to libraries for a host of reasons.

- Option 14: Plan hours of service to provide flexibility for users. Select specific hours and days for maximum public use. The minimum hours per week should vary according to community needs.
- Option 15: Conspicuously identify all library departments and provide attractive and informative displays and exhibits.
- Option 16: Provide library materials that reflect varied points of view, including the unpopular and unorthodox.
- Option 17: Cooperate with other community agencies to develop and deliver information and provide referral services.
- Option 18: Provide equipment and competent staff to make libraries a point of public access to timely information on current events (such as legislative actions, stock market activity and community issue debates) and to community resources and services (such as tax counseling, voter registration and car pool coordination).
- Option 19: Enlist cooperation from appropriate state agencies in order to channel information and services through libraries to the public.

“As sites for public events, libraries draw upon the resources of and are attractive to all people.”

Option 20: Invite the use of library buildings for public meetings, classes and celebrations.

Option 21: Become the focus of statehood centennial events considering these ideas, among others:

- . Librarians involve themselves in local planning committees, helping to coordinate calendar lists and centennial activities.
- . All libraries display and disseminate state promotional materials.
- . Public libraries serve as centers of centennial information for tourists and Montanans alike.
- . Libraries set up exhibits to show community and library development over the past 100 years.
- . Undertake a comprehensive statewide library effort as part of the Centennial Commemoration, pursuing such possibilities as a major grant from the National Endowment for the Humanities.

“Leaders and their diverse constituencies support libraries as vital to community life.”

Option 22: Analyze community needs to attune library programs to the community's development activities and priorities.

Option 23: Develop a series of five-year plans to guide each local library development, giving priority to community center activities.

Option 24: Adhere to library standards and statutes.

Option 25: Make help available to public libraries as they develop their plans.

Option 26: Widely publicize library governing board vacancies to invite community involvement and interest.

Option 27: Appoint library board members who represent the broad spectrum of the community served.

- Option 28: Organize and/or encourage active, enthusiastic local library friends groups to provide a strong, informed voice to help secure adequate public funding for libraries, develop volunteer programs, serve as volunteers, put on fundraising projects, and serve the homebound.
- Option 29: Form a statewide Friends-of-the-Library organization.
- Option 30: Inform city and county officials about library services and needs. Encourage all librarians# and trustees to be on a first-name basis with their political and community leaders.
- Option 31: Encourage public library governing board members to recognize themselves as the link between community government and libraries as well as library users.
- Option 32: Encourage librarians to realize more fully their professional and educational role through community involvement, leadership positions and participation in the political process.
- Option 33: Encourage librarians to take advantage of training in leadership, group process and communications skills.

1989: A VISION

“
Montana has a statewide library service system#, an interactive network#, which allows the exchange and transfer of materials, services and ideas. Formal structures for cooperation and funding plus technological tools support this system. All citizens are eligible for free library cards which can be used in any Montana library.
”

SOME BACKGROUND

The library needs of Montana citizens are diverse. The ability of libraries to meet those needs varies across the state. Responding to these differences, Montana's library community continues to work together to close gaps in library services. The examples which follow show the frame on which a cooperative network is being woven.

The concept of regional federations# showed a clear statewide commitment to library collaboration.

On the regional level, libraries in Montana, along with those in neighboring states, are already sharing resources through such projects as the Washington Library Network (WLN)#, Montana Union Catalog (MonCat)# and the round robin# to strengthen local services.

There are several promising developments in cooperation at the local level. For example, a county public library and a community college give library service by sharing staff, collections and facilities. Two rural Montana communities have combined their school and community libraries. Associations in two different cities have emphasized multi-type library cooperation#.

Cooperation is not always bound by geographic lines. Prominent in effective special interest cooperation is the health sciences information network.

On an ad-hoc basis, advisory groups and working committees have been convened to address particular tasks such as collection development#, public library standards, federation review, State Library program review and continuing education.

Clearly, Montana libraries have already begun to broaden their services through cooperation.

GOALS

“ Montana has a statewide library service system, . . . ”

All library entities can be equal partners, choosing among a variety of opportunities for involvement. Certain partners may decide to take the lead for providing specific functions as is now happening in the federation system.

Option 1: Preserve and maintain the federation system, expanding it to involve libraries of all types.

Option 2: Require evidence of cooperation among libraries as a criterion in allocating distributable funds and services at the state level.

Traditional and technological links can connect the library community in a fluid way. The network can be flexible, offering many channels for communicating.

Option 3: Assure that network development expands on existing networks.

Option 4: Clarify the roles and relationships of all networks and network partners.

Option 5: Accelerate cooperation with agencies and associations that share kindred interests such as intellectual freedom, telecommunications#, publishing and information services.

“ . . . allows the exchange and transfer of materials, services and ideas . . . ”

Cooperation can focus on the interchange of the traditional resources libraries acquire, as well as offer such services as computer utilities, accounting and staff training.

- Option 6: Implement collection development goals, enabling libraries to meet user needs and strengthen their unique resources. (See the next section of this report.)
- Option 7: Recognize and fund individual libraries as they develop strengths in areas such as personnel, collections and special client services.
- Option 8: Transfer and exchange holdings among libraries using effective document delivery, perhaps through use of telefacsimile# or vans.
- Option 9: Continue to develop a library promising practices and talent bank to know who's doing what well and where.

“ Formal structures for cooperation and funding . . . ”

Given the interactive nature of this network, agreements and policies would need to be formalized in writing. Cooperative arrangements would be made through a participatory process.

- Option 10: Examine current efforts in and develop demonstration projects of model multi-type networks.
- Option 11: Include all libraries in the full, multi-type statewide network.
- Option 12: Compensate major research and resource libraries (including those in schools) for their statewide services and avoid initiation of prohibitively expensive user fees.
- Option 13: Update and/or create formal and informal agreements and procedures among libraries to encourage the growth and maintain the integrity of the statewide network.

“ . . . technological tools . . . ”

Technology for some libraries may be a telephone, a typewriter and microfiche# equipment; for others, advanced computer and telecommunications systems. All libraries could benefit from taking part in the network, regardless of their technical capacities.

- Option 14: Accommodate the varying technical capacities of all entities in the network through a variety of service options.

- Option 15: Encourage a statewide planning effort to develop standards for compatible automated systems#.
- Option 16: Install compatible automated systems in major libraries to provide access to holdings throughout the network.
- Option 17: Use teleconference equipment to enhance human resource sharing#.

“ All citizens are eligible for free library cards which can be used in any Montana library. ”

- Option 18: Establish a committee to explore the feasibility and implications of this proposal.

1989: A VISION

“

Montana library users are assured access to a standard core collection of information in their libraries. Some libraries create areas of special strengths in their staff and collections, which are supported and shared by others. Current inventories allow libraries to know what they and other libraries have to offer as well as what to keep, what to let go and what to add. Policies and ongoing planning direct the development and care of collections within the state.

”

SOME BACKGROUND

Collections of materials in libraries may include all forms of recorded knowledge and the tools needed to acquire that knowledge: books, periodicals, pamphlets, newspapers, pictures, slides, films, sheet music, maps, cassettes, records, microforms#, videoforms, cameras, even computers and art plus high interest-low vocabulary books, large print editions and talking books and records.

Collections require development to remain useful. This involves assessing the needs of communities in addition to identifying current patterns of use, choosing materials to reflect these needs and patterns plus weeding materials considered no longer useful.

A few examples of Montana's collection development activities and specialized collections follow.

Montana's reference librarians developed and distributed a list of basic reference tools for small libraries in 1979.

The Montana State Library Commission (MSLC)# recently adopted a collection development policy and created a committee to address statewide collection development issues.

The ability of libraries to buy materials has declined as shrinking budgets and rising inflation have constricted purchasing power. To meet the rising costs of maintaining current periodicals and serials, many libraries have had to continually reduce book-buying budgets. If a library decides to drop a periodical or serial from its collection,

it can first check with the State Library to see if the subscription is one of the last two or three in the state. If so, they are asked to retain the periodical or another library is encouraged to add it to their collection.

Since 1975, Parmly Billings Library has housed a last-copy pool of fiction weeded from other collections.

Members of the Supreme Court and the legislature, state officers and employees, lawyers and the general public make use of legal reference materials gathered at the State Law Library. From the Historical Society Library, researchers draw materials--including those gathered by the oral history project--that describe and document Montana and the surrounding region, both past and present.

Although Montana has no medical school, health science professionals have ready access to collections in hospitals, clinics, laboratories, health-related organizations and academic institutions through the Montana Health Sciences Information Network. That network, which is headquartered at Montana State University (MSU), includes Shodair Hospital's genetic collection, considered one of the most complete in the region.

The Office of Public Instruction provides a resource center, a film library and an online# reference service to Montana educators.

Montana Tech (Butte), Montana State University (Bozeman) and the State Library (Helena) have cooperative purchase agreements for expensive reference items such as the American Society for Testing and Materials Standards.

As these examples show, the seeds for a statewide cooperative effort at coordinated collection development have been sown.

GOALS

“ Montana library users are assured access to a standard core collection in their libraries. ”

A core collection is a group of titles that are basic, essential and central, often the foundation of a library's collection. These titles are chosen to meet both community demand and the basic education-entertainment-information standards expected of a library.

- Option 1: Assess community needs and develop core collections accordingly.
- Option 2: Fund where needed the development of core collections in all libraries.

- Option 3: Meet accepted library standards with regard to resource development.
- Option 4: Practice the basic policies set out in the Library Bill of Rights adopted by the American Library Association.
- Option 5: Include a variety of formats, appropriate to user abilities, in all core collections.

“

Some libraries create areas of special strengths in their staff and collections, which are supported and shared by others.

”

- Option 6: Develop individual library collections in relation to the collections of libraries within federation bounds.
- Option 7: Fund and continue to develop strong collections in special subject areas to support federations and libraries.
- Option 8: Strengthen major urban resource library collections and compensate them for services they provide to share their collections with the wider library community.
- Option 9: Provide money to build special strengths for libraries responsible for developing collections in specifically defined subject areas.
- Option 10: Provide programs and materials that fairly portray the heritage and current concerns of Native American people, especially in areas with population concentrations of Native Americans.
- Option 11: Develop a collection of contemporary foreign language materials for people for whom English is a second language.
- Option 12: Develop materials, services and special collections to combat illiteracy.
- Option 13: Support efforts to establish the position of traveling archivist as part of the Montana Historical Society. The archivist will help communities locate and preserve for research use those archival materials which remain in private hands or in the possession of local units of government.

Current inventories allow libraries to know what they and other libraries have to offer as well as what to keep, what to let go and what to add.

- Option 14: Inventory library resources within individual Montana libraries.
- Option 15: Identify unique holdings.
- Option 16: Determine what materials must be added to the state's libraries to meet most user needs and make recommendations for their access or acquisition.
- Option 17: Create and maintain a statewide bibliographic data base (MonCat).
- Option 18: Earmark some coal tax money to fund MonCat.
- Option 19: Provide funds to include more records of the holdings of more libraries in MonCat.
- Option 20: Add state agency collections to MonCat.
- Option 21: Maintain the Union List of Montana Serials (ULMS)#.
- Option 22: Prepare and distribute annotated bibliographies of books written by Montanans and/or about Montana.

Policies and ongoing planning direct the development and care of collections within the state.

Coordinated development of collections is the way to strengthen available resources at all levels--local, federation and state. Through cooperation, Montana libraries can reduce their dependence on out-of-state resources and avoid unnecessary redundancy within the state.

- Option 23: Empower the MSLC's collection development committee to coordinate statewide activities, serve as a clearinghouse for information and monitor the effectiveness of agreements that support this development.
- Option 24: Expand training in collection development to include, but not be limited to: how to identify primary clients and user needs, develop library mission statements and goals, assess collections, establish purchasing priorities and procedures, and maintain and preserve collections.
- Option 25: Regularly schedule training sessions in each federation area, employing expert trainers supported by State Library staff.

- Option 26: Videotape collection development training sessions and make these tapes available for self-teaching programs.
- Option 27: Provide collection development training follow-up services to help individual libraries.
- Option 28: Make collection development information and status reports widely available throughout the state.
- Option 29: Provide money for formal cooperative collection development projects, starting with individual libraries and moving on to federations and finally to the state as a whole.
- Option 30: Clarify local, federation, state and regional collection development responsibilities, recognizing each individual library's choice to withhold or to duplicate before sharing the materials their users regularly require.
- Option 31: Encourage each library board to adopt written policies for collection development and maintenance. Review and revise these policies periodically to fit the changing needs of the community and/or federation, keeping in mind policies regarding retention on regional and state levels.
- Option 32: Adopt, enforce and adhere to policies regarding book selection which include the Montana Public Library Standards, the Library Bill of Rights of the American Library Association, the Right to Read Policy of Students' Right to Know, School Library Bill of Rights, Board of Public Education's Standards for Accreditation, the Freedom to Read statement of the American Library Association plus policies regarding confidentiality of records consistent with state and federal# legislation.
- Option 33: Compare individual collection development policies and publish the results.
- Option 34: Support the efforts of the Montana Historical Society to establish the position of a conservator to specialize in books and manuscripts. The conservator would be provided a laboratory and resources to allow travel to libraries and other collecting institutions.

1989: A VISION

“

All libraries are using appropriate technological tools to support traditional library services. Technology# helps connect library to library, aiding communication among libraries and fostering flexible and efficient services. Support is available to help people make decisions about equipment and to train those who use it. Each library has technological tools suited to its services and its role in the statewide network.

”

SOME BACKGROUND

By the end of this century, it is expected that two-thirds of all workers in this country will join library personnel as information handlers. Technology is already freeing library workers from many repetitive and time-consuming tasks. Many Montana libraries are finding that using new technology has placed them well into the information age.

Some larger Montana libraries have automated circulation# and/or catalog systems. Others use small computers to facilitate internal management functions such as personnel recordkeeping, purchasing, budgeting and accounting.

Microfilm# and microfiche#, along with readers# and reader/printers# are fairly commonplace in Montana libraries.

Many school libraries use computers for curriculum support and management purposes. The number of school libraries with in-house microcomputer#-based catalogs, circulation or overdue systems continues to increase.

Several Montana libraries and some users use micro- or minicomputers# to search remote online databases.

The fact that at least ten libraries in Montana take part in the Washington Library Network (WLN) makes Montana essentially a WLN-based state. Three libraries are members of Online Computer Library Center (OCLC)#. Both WLN and OCLC are based on Library of Congress standards.

A 1980 study (the Matthews report), sponsored by the State Library, provided a framework for automated development, much of which has been accomplished.

The development of Montana's statewide automated network has proceeded slowly. Because of that, further steps may be taken without being encumbered by a large number of outdated technological systems or the burden of prohibitive costs for interfacing or replacing incompatible equipment. Montana libraries have the golden opportunity to plan for and develop an integrated, state-of-the-art automated network to extend library services into the most remote corners of the state, tapping unlimited information resources from the farthest corners of the world.

GOALS

“ All libraries are using appropriate technological tools to support traditional library services. ”

Integrated automated library systems--which can incorporate user lists, book catalogs, serials holding lists, shelf lists, acquisitions, serials processing, local indexes, cataloging#, statistics and circulation functions--may enhance internal library management, as well as make it easier.

- Option 1: Keep abreast of all technological developments that relate to library services and prepare to use the ones that most enhance library services.
- Option 2: Recognize automation# as a support for conventional library programs.
- Option 3: Provide whatever tools--from phones to computers --needed to automate and simplify the repetitive tasks of library business practices.
- Option 4: Reduce costs of interlibrary communications through the use of technology.

“ Technology helps connect library to library, not only aiding communication among libraries, but also assuring flexible, efficient and cost-effective services. ”

Libraries could provide the sites and programs for demonstrating the very latest technology to all citizens of the state.

- Option 5: Coordinate and facilitate the network of multi-type libraries# in Montana and neighboring states.
- Option 6: Provide cost-effective, affordable telecommunications.

- Option 7: Provide incentive money to encourage Montana libraries to use a bibliographic utility# such as WLN to build computerized files of local library holdings, simplify and develop the statewide automated network, facilitate interlibrary loan# and cooperative collection development and benefit other library business practices.
- Option 8: Through grants and technical assistance, help libraries reduce start-up costs of automation needed to perform their roles in the statewide automated plan.
- Option 9: Provide for coordinated, automated circulation systems and online catalogs.
- Option 10: Promote the continued development of MonCat and ULMS to foster automation in libraries.
- Option 11: Have all Montana libraries use the same electronic mail# system to simplify communications and save money.
- Option 12: Install a telephone, microfiche reader, microcomputer and modem# in every library to connect all libraries.
- Option 13: Extend the use of WATS line# services.

“ Support is available to help people make decisions about equipment and to train those who use it. ”

Librarians share their library skills, including those required to use computers, with each other and with library users. Computer-based skills are now as integral a part of library skills as original cataloging.

As they develop an integrated automated system, planners may choose from many options offering a variety of products. Options include single-user computers, a network of city-county or regional nodes#, a distributed data processing# network# and a centralized data processing# scheme with one large computer and smaller pre-processors# statewide. This automated network may be built largely with bibliographic records from the Montana members of WLN.

- Option 14: Establish a Statewide Library Automation Planning Committee made up of representatives from all types of libraries, computer utilities, the legislative and executive branches of state government and the telecommunications planning community. The committee would be charged with preparing a long-range plan for automation to provide for

bibliographic control, compatibility of databases, technical standardization and accessibility to regional, national# and international library networks.

- Option 15: Establish an Automation Coordinating Committee in each of the federations to work with the state committee. Each committee of four (one representative each from the public, special, school and academic library communities) would coordinate tasks and facilitate communications between the state group and other task groups.
- Option 16: Have a member of the statewide planning committee for library technologies be part of broader telecommunications planning efforts in the state.
- Option 17: Include the federation structure within the matrix which is used to further develop both traditional and innovative library services technologies.
- Option 18: Inventory existing library technology in the state and issue compatibility guidelines for further development.
- Option 19: Develop guidelines for equipment purchases which would suggest reliable and standardized equipment for which service and parts are readily available in Montana.
- Option 20: Expand technology examination centers where library personnel, planners and users can come to try out and compare a variety of software# and the hardware# to go with it.
- Option 21: Expand inservice training on the appropriate use of technology and its new developments.
- Option 22: Reinforce and expand the "buddy network" of Montana librarians already interested in cooperative automation development.
- Option 23: Bring together library decision-makers and experts on technology at statewide multi-type conferences to share information, ideas and experience.
- Option 24: Make equipment choices based on costs, anticipated needs and developing technologies.
- Option 25: Purchase software reviews and indexes and piggyback on other review services to give access to reviews of state-of-the-art technologies and to evaluate software options.

Option 26: Make full-time repair services for audiovisual# services equipment (including computers) available to libraries through federation headquarters# and/or units of the University system. Consider these and other options:

- . contracting with a commercial repair facility in Montana
- . contracting with a commercial repair service in an adjoining state
- . providing services directly

“ Each library has technological tools suited to its services and its role in the statewide network. ”

Option 27: Identify the roles of all network entities by asking individual libraries to declare their preference for the roles they wish to play in the statewide network and their plans for acquiring the tools they will need, based on locally developed plans.

Option 28: Provide Library Services and Construction Act (LSCA)# grant aid for pilot programs using the latest technology.

Option 29: Provide all libraries with technological tools appropriate to their needs and role in a statewide network--whether a telephone and a typewriter or the most complex computer.

1989: A VISION

“
Montanans boast about their libraries. That's because libraries make it well known they are the first place to go to find out what's been, what is and what might be. Libraries live up to this public reputation in part because the qualified and experienced people who manage and provide library services share information among themselves and are able to keep current on emerging needs and opportunities for library service.
”

Public Awareness

Citizens enjoy full use of their libraries when they are kept fully aware of the library services available to them and when these services respond to community needs. Past public relations efforts by Montana libraries have been patchy, often coinciding with requests for money. However, some good models at both local and state levels have set the stage for more assertive outreach programs.

Public relations was one of seven major topics discussed during the 1978 Governor's Conference on Libraries and Information Services. Three resolutions acknowledged the ongoing nature of community education and the role libraries have to play.

The Montana Arts Advocacy has given libraries more visibility statewide by lobbying for historical, arts and library issues. Their efforts recognize that libraries are part of the state's overall cultural resources.

One time each year, many libraries schedule special events and public service announcements in honor of National Library Week.

Many local libraries use newspaper articles and columns, as well as radio interviews, to keep people aware of ongoing library activities.

The newly revised Montana Public Library Standards call for community involvement in library planning. They encourage libraries to build a broad base of community representation in selecting board members and to announce widely all board meetings beforehand, inviting public attendance.

Professional Development

Professional development includes both formal and informal preparatory, inservice and specialized education chosen to address particular needs and interests.

People who work in Montana libraries have taken full advantage, whenever possible, of the opportunities they have had for training in their profession. State campuses offer core courses and many classes in elective library media. To earn a degree in library science from an American Library Association (ALA)-accredited program, Montana people have had to go out of state.

The professional library association coordinates and offers workshops once a year at convention time. Funding has not been adequate to provide ongoing programs. The opportunities offered make good use of limited funds, address prominent concerns and interests and have been well-attended.

At one time, scholarships were offered to help pay for out-of-state formal education in public library science.

The Montana Library Association's committee on continuing education took the lead in 1974 to promote library services in Montana. Since then, the committee has planned and coordinated inservice workshops and conferences, provided an information link to national and regional programs for ongoing learning, established guidelines to sustain and maintain funding for continuing education programs in the state, and awarded grants to individuals and groups pursuing professional development.

The Montana Library Association (MLA), with support from the State Library, developed a trustee handbook plus training to heighten citizen and library trustee involvement.

The Schools of Education at Montana State University (Bozeman) and the University of Montana (Missoula) now offer a master's degree program in education with emphasis in library media. Also available at the University of Montana is a doctoral degree in education with a library media concentration. Both provide courses leading to certification for working in Montana's school system.

GOALS

Montanans boast about their libraries. That's because libraries make it well known they are the first place to go to find out what's been, what is and what might be.

As a valued part of and as an asset to community cultural life, good libraries build community pride even in people who rarely use them. Satisfied library users and competent and well-informed personnel are a library's best promoters.

Letting people know what libraries do and how these activities reflect and respond to public issues is a task shared by all members of the library community, including not only librarians, library support staff, trustees, friends and volunteers, but lobbyists, local government officials, school and academic personnel, tribal councils, rescue missions, human services workers, PTAs and Chambers of Commerce as well.

- Option 1: Provide a full-time public information coordinator at the Montana State Library to:
- . consult with libraries around the state
 - . offer training in public relations and the use of public information tools
 - . prepare and distribute public information packets of reproducible materials that can be adapted for use within each federation
 - . provide support services# for public education programs
- Option 2: Offer financial support to medium-to-large libraries for public education programs so they can extend these services to smaller libraries of all types.
- Option 3: Strive for 100 percent county participation in federations by making communities more aware of the advantages to them of membership.
- Option 4: Publicize and encourage involvement in the regular meetings of federation advisory boards, recognizing their vital role in library services.
- Option 5: Develop and expand regular skills-building workshops and followup services for library supporters and workers in how to identify community needs for information and how to help people use libraries to help themselves.
- Option 6: Develop a series of timely campaigns using newspapers, TV, public and commercial radio,

billboards, speakers and posters to draw support for special library needs: pre-legislative lobbying, libraries with unusual needs, funding crises, building-fund campaigns.

- Option 7: Become well acquainted with all active members of the library community (Friends, trustees, local governments and businesses) and reach out to less obvious but potentially active members (AAUW, League of Women Voters, farm and agriculture groups, PTA, RSVP, labor) and assess their library service needs.
- Option 8: Design public awareness# campaigns aimed at the wide community of actual and potential library users, based on concerns libraries can help address.
- Option 9: Piggyback library information on the public awareness efforts of other groups--newsletters, conferences, lobbying campaigns, public service announcements.
- Option 10: Integrate library public awareness projects into organizations and associations whose goals complement those of libraries.
- Option 11: Reach city and county officials through their professional associations and newsletters. Invite them to library events.
- Option 12: Encourage library supporters and workers to be politically active to educate governing bodies, funding sources, legislators and voters about library needs and programs.

“ Libraries live up to this public reputation in part because the qualified and experienced people who manage and provide library services . . . ”

Library effectiveness depends upon competent staff who are sensitive to the needs and nature of their communities. Library personnel are the most important resource libraries have. Hiring and retaining qualified library workers is therefore of first importance. Personal and professional demands require library staff and decision-makers to have broad general educations, appropriate subject knowledge and specialized skills.

- Option 13: Set standards, recommend hiring guidelines and establish levels of certification for all library personnel acknowledging skills, expertise and experience as well as education. Phase in a voluntary program for certification of library personnel based on such standards and guidelines.

- Option 14: Write job descriptions, set out continuing education requirements and design a career ladder for all library personnel.
- Option 15: Provide salaries and benefits which reflect the value of library workers to their communities and which are adequate to attract and retain competent library personnel.
- Option 16: Define categories of library personnel as part of library standards to encourage equitable personnel administration.
- Option 17: Develop a program to attract qualified and experienced library personnel, from Montana or elsewhere, to work in Montana libraries.
- Option 18: Provide opportunities for formal library education, especially for people already working in the state's libraries. Options include:
- . providing part- or full-time scholarships to accredited schools for individuals pursuing master's degrees in library education, dependent upon compensatory service in Montana
 - . providing scholarships to NCATE-approved library media programs at MSU and UofM.
 - . establishing a graduate program in library science in Montana*
 - . adding master's degrees in library science to the Western Interstate Compact for Higher Education (WICHE) program
 - . adding faculty specialists and courses in public librarianship to Montana university programs

“ . . . [library personnel] share information among themselves . . . ”

People can learn from trusted associates what they would probably ignore from relatively unknown or distant sources. When workers take advantage of opportunities for sharing information and experience, they build professional bonds, avoid isolation and gather ideas for developing stronger and more dynamic service.

* The Advisory Council does not intend to recommend this option in the final plan presented to the Montana State Library Commission.

- Option 19: Expand efforts to identify professional needs for information and match them with existing strengths or create new programs of professional support.
- Option 20: Continue to identify promising people and practices and expand the developing talent bank to support the exchange of "who and what works well" in library programs.
- Option 21: Continue to increase formal and informal opportunities for the library community to exchange information, discuss concerns and generate plans and activities.
- Option 22: Videotape selected MLA and other workshops and make them available throughout the year for small group and self-study sessions.

“ . . . [library personnel] are able to keep current on emerging needs and opportunities. ”

- Option 23: Establish a library education task force of library educators and representatives of all types of libraries, trustees and experts in continuing education. Charge the task force with these and other tasks:
- . identify areas of need for all levels of library personnel in all types of libraries
 - . define and coordinate levels of responsibility for formal and continuing library education to all elements of the library community, the federations, the State Library, the MLA and institutions of education
 - . develop a statewide five-year plan for continuing library education and inservice training
 - . provide for ongoing evaluation and revision of continuing education plans
- Option 24: Establish a position for a full-time continuing education consultant/coordinator at the State Library.
- Option 25: Jointly provide library inservice workshops on basic and traditional library skills, collection development and technological innovations.

- Option 26: Subsidize attendance at library conferences and workshops, especially for personnel from small libraries.
- Option 27: Provide compensation and release time from job duties so that library personnel may attend ongoing education activities.

1989: A VISION

“
Montana libraries are sensitive to a variety of physical, cultural and intellectual circumstances affecting the use of their services and programs. Special attention is given to the design and delivery of services for the diverse needs of people.
”

SOME BACKGROUND

In almost every public service endeavor, circumstances may exist which require extraordinary efforts. Special areas, users and services warrant extra attention to assure equitable access to quality library services in Montana.

Areas for special attention include isolated regions (usually rural), reservations and institutions. Rising public awareness and demand--coupled with some improved funding opportunities and new technological tools--have prompted progress, but much remains to be done.

Some consider all of Montana a remote, rural area. Population density averages 5.4 people per square mile. Montana's 13,043 square miles of reservation lands are home to 49,564 Native Americans. If the Flathead Reservation is excluded with its disproportionate number of non-native people, reservation population density equals 2.7 people per mile.

A major topic of the 1978 Governor's Conference on Libraries and Information Services yielded recommendations that recognized the continued plight of the rural library and the inequity of using population-based formulas for allocation of federal funds to rural libraries.

Salish-Kootenai materials are being collected in Ronan's public library and at the Salish-Kootenai Community College. Tribal libraries have developed special collections and curricular materials as an educational resource on Native American history.

Service to people in the state's institutions most often comes directly from the State Library or indirectly through contracts with nearby public libraries. Only two of the ten

state institutions have full-time qualified librarians. The State Library has provided a part-time consultant to institutions since 1979.

Special users include people with disabilities, migrant workers, people who are economically disadvantaged, those who have inadequate reading skills or for whom English is a second language, members of ethnic communities, young people, elders, gifted and creative people, and researchers.

Several local programs have arisen to meet the library needs of these special users, often supported by the State Library and Office of Public Instruction (OPI).

Some special efforts have been made, particularly at the state level, to address the library needs of these special users. Special libraries serve deaf and blind people and trainers, teachers and families of people with developmental disabilities.

Services for special attention and development include the state's public film libraries, diversified library programming, radio and television public broadcasting systems and coordination of state agency special resources.

The state's public library cooperative film collection (begun in the early 1960's in Great Falls and moved to Butte in 1981) suffers from poor repair and lack of development, due largely to lack of funds.

Statewide coordination to link libraries with the Radio Reading Program and learning opportunities available through the Public Broadcasting Service and the National Public Radio remains a need. Bozeman and Missoula have telecommunications centers. NPR broadcasts from Missoula, Billings and Great Falls; PBS comes in for cable subscribers only from Salt Lake City.

State agencies are beginning to coordinate their resources. The nine major agency libraries and information centers are the Dept. of Commerce Census and Economic Information Center, the Dept. of Health and Environmental Sciences Library, the Dept. of Natural Resources and Conservation Library, the Historical Society Library, the Legislative Council Library, OPI's Resource Center, the Training Resources and Information Center in the Dept. of Social and Rehabilitation Services, the State Law Library and the State Library.

GOALS

“ Montana libraries are sensitive to a variety of physical, cultural and intellectual circumstances affecting the use of their services and programs. ”

To meet this goal, library programs need to be upgraded and created to reach special areas, users and services. This effort first requires identifying and responding to unusual needs arising from a variety of conditions. Providing training and consultation encourages new programs. Sensitizing public opinion garners support for such programs.

- Option 1: Earmark specific areas, users and services in the state to receive special attention, evaluate existing programs and services and identify what services are needed.
- Option 2: Fund needs assessments and evaluation studies for special areas, users and services.
- Option 3: Provide whatever training is needed at all levels of the library service community in the skills needed to assess the needs of, raise the public awareness of and plan for provision of services to special areas, users and services.
- Option 4: Encourage with funding and other support services the use of public communications media to reach all areas of the state with information aimed at raising public sensitivity regarding special users, areas and services and their needs for improved library programs.
- Option 5: Provide increased consultation to institutions.
- Option 6: Put posters and displays inviting use of libraries in Job Service offices to reach out to unemployed people.

“ Special attention is given to the design and delivery of ”
services for the diverse needs of people.

By diverse we mean unusual conditions that make standard library services impractical. To design and deliver services to meet Montana's diversities, needs assessments and public awareness efforts must be followed by plans for upgrading or establishing, monitoring, maintaining and improving special library services such as:

- Option 7: Monitor plans for needs assessments, awareness programs and services to special areas, users and services.
- Option 8: Provide for production and statewide coordination of special plans.
- Option 9: Identify and make use of model programs for planning and developing new library programs and services.

- Option 10: Create the position of volunteer coordinator to unite the efforts of volunteer groups, service clubs, libraries and all state agencies who serve special areas and users, modeling the position after the one in the Library for the Blind and Physically Handicapped in the Montana State Library.
- Option 11: Encourage appropriate state agencies to expand library services to the people they serve through their own programs and funding sources.
- Option 12: Provide programs to operate combined school/public library bookmobiles in rural areas.
- Option 13: Provide WATS lines at each of the federation headquarters so both users and librarians can have ready access or referral to library sources of information. Widely publicize the number within each federation.
- Option 14: Put reference books in public gathering places.
- Option 15: Provide bookmobiles to tribal libraries.
- Option 16: Coordinate management of the institutional libraries# in the Deer Lodge Valley.
- Option 17: Install a sensory stimulation wall# for the residents in Boulder River School and Hospital.*
- Option 18: Provide service to shut-ins with the help of volunteers. Consider using Meals-on-Wheels to deliver library materials.
- Option 19: Mount campaigns to help the unemployed gain skills or retrain for employment.
- Option 20: Mount campaigns to help school dropouts gain marketable skills.
- Option 21: Assist in the design and funding of a statewide literacy program.
- Option 22: Work with the deaf community to plan for their needed library services.
- Option 23: Provide for a staff member or volunteer who can sign in each public library.

* The Advisory Council does not intend to recommend this option in the final plan presented to the Montana State Library Commission.

- Option 24: Install reading aids for the blind, such as Kurzweil Reading Machines# and Closed Circuit Television, at the public libraries in Billings and Great Falls and at the two university libraries.
- Option 25: Establish collections of Southeast Asian materials in Billings and Missoula.
- Option 26: Establish a youth advisory board in each library.
- Option 27: Provide specialized reference help to respond to schoolwork questions.
- Option 28: Develop programs for senior citizens to read to children in public libraries.
- Option 29: Offer retirement planning programs.
- Option 30: Provide quiet rooms for people who need quiet places to work.
- Option 31: Investigate consolidation of existing media libraries.
- Option 32: Evaluate the Cooperative Film Library, determine its statewide role and provide for the identified needs.
- Option 33: Inspect all films of the Cooperative Film Library, discarding and replacing films where necessary.
- Option 34: Provide a statewide books-by-mail# program.
- Option 35: Assist in funding development and expansion of NPR and PBS.
- Option 36: Add current videotapes or videodiscs to public library film collections.
- Option 37: Strive for compatible cataloging among state agency libraries.
- Option 38: Work with state agencies to help them get information out to the public through libraries.

Development of library services takes place in and is a product of a political environment. Library services are shaped by policies within this environment, both at local and state levels. The major partners in this largely cooperative process are briefly described below with emphasis on the Montana State Library as a key player with multiple roles.

STATE

Six major players influence the course of libraries from the state level: the Montana State Legislature, the Governor, the Montana State Library Commission with the Montana State Library, the Superintendent of Public Instruction with the Board of Public Education, the Commissioner of Higher Education with the Board of Regents, and the Montana Library Association.

The State Legislature

The 50 Senators and 100 Members of the House of Representatives, in regularly scheduled biennial sessions, determine funding levels for public agencies and write and revise laws. Library business comes up primarily in three committees: the (1) Joint Education Committee of the House Appropriations and Senate Finance and Claims Committees handles budget, while substantive legislation is usually referred to the (2) Educational and Cultural Affairs Committee or the (3) Local Government Committee of the House or Senate. On budgetary matters, legislators rely on the Legislative Fiscal Analyst's Office for independent analysis of agency proposals; on other legislation, Legislative Council staff performs research.

Governor

The Governor, as the state's chief executive officer, makes appointments to several policy-making boards and has responsibility for recommending biennial budgets to the Legislature. In the latter area, the Governor's Office of Budget and Program Planning conducts extensive reviews of agency proposals and recommends funding levels to the Governor for consideration.

Montana State Library Commission

Seven members (five appointed by the Governor) assist and advise all tax-supported and public libraries, accept and expend funds and oversee and direct the activities of the State Library and federations. The five Governor appointees are citizen

representatives and the two other seats are reserved for representatives of higher education and OPI which helps to assure policy level coordination for libraries among these kindred agents.

Advising the Commission, as one requirement for state's receipt of LSCA funds, is the Montana Library Services Advisory Council. The 17-member Council reports to the Commission on the development and well-being of the state's libraries, the pertinent views and opinions of citizens, library users and libraries, special areas of study and resulting recommendations, and LSCA programs in Montana. Members represent each of the six federation areas; disadvantaged people; local public, school, academic, special and institutional libraries; library service to the disabled; state employees; state agency libraries; the Montana Library Association; the Montana Legislature; and the State's participation in the White House Conference on Libraries.

The staff* of the Montana State Library, guided by the Commission-appointed State Librarian, honor legal mandates to serve the nearly 640 Montana libraries, special users not readily served by other libraries, six federations and all staff and officials of state government. Services and programs foster the development of library services, supported by funds from state and federal sources. The State Library compiles and publishes library statistics, assists in development of long-range plans, collects state and federal documents through depository programs, and directly serves blind and physically handicapped citizens. The Montana State Library doesn't have the special functions assigned to a handful of other state libraries; for instance, legislative and legal reference, preservation and collection of historical materials, and archives# and museums are by statute the work of other agencies in Montana.

Many types of libraries look to the State Library for backup on reference questions and interlibrary loans. Services can be indirect--through the federation system--or direct responses to the requests of individual libraries. The State Library affects the climate within which all libraries exist through statewide planning and coordination of activities. Consultation and development programs strive to help individual libraries become the best they can be.

The six federations form the only sub-state public library structure in Montana. Public libraries that take part in federations work together to provide a broader range of resources and services than any one alone can offer. They pool their resources and information and strive to avoid duplication of effort.

* See organizational chart in Appendix.

Special users receive materials and service directly from the State Library or indirectly through contracts with area libraries. This group includes residents of the state's 13 institutions, people who are disabled and, through federations, residents of remote areas who receive little or no service from public libraries.

The State Library provides direct service to state officials and employees to support their decision-making and meet the day-to-day needs for information within government. Most often this support comes from reference staff who use the circulating and reference collections, augmented by access to over 160 computer databases, an interlibrary loan network and the government documents depository housed in the State Library building.

The Montana State Library is one of 21 independent state library agencies in the nation which enjoy a certain autonomy at the state level through governance by boards or commissions.

State libraries in general play a variety of service roles--most complement each other, some conflict . . .

| | |
|-------------------------|--|
| REACTOR | Ignoring problems, choosing inaction until crises force action, failing to seek solutions to adapt to changing needs and circumstances. |
| ENABLER/ FACILITATOR | Finding direct or indirect ways to extend and improve library services beyond physical, logistical or personal barriers, helping libraries provide the services their communities desire, bringing together people to shape services and make decisions. |
| VISIONARY/ PLANNER | Fostering development of a continuum of public library service across time and space by assessing and responding to current services needs, anticipating and planning future programs and inventing or adopting new ways to improve library services. |
| CATALYST | Stimulating and supporting debate and discussion, helping to bring clarity to public library options and issues, and making decisions that have statewide implications. |
| LIAISON | Channeling information throughout the library community, cooperating with all levels of library planners and policymakers as well as seekers and sources of funding and library services. |

MONITOR

Keeping track of progress and encouraging movement toward goals and standards of service, assuring compliance with state and federal laws governing library funding and services, and maintaining cooperative agreements.

SERVANT

Providing materials and services to federations, institutions, government officials and users with special needs, performing duties assigned by state library commissions, supporting the work of library associations and task forces, and developing legislation and policies.

In Montana, these roles have evolved and continued to change in response to complex forces without the benefit or impediment of a set of clearly defined expectations or measures of performance. This has allowed for a flexible but sometimes scattered response to calls for service, often reactive rather than considered.

This flexibility is seen in the changing focus of services from the State Library: away from primary service to the general public and toward guidance and support services. However, one primary service has increased markedly, that of service to state agency officials and employees.

Superintendent of Public Instruction with the Board of Public Education

The Superintendent, a statewide elected official, recommends policies to the Board and administers policies once they are adopted. The Superintendent heads an office of approximately 125 employees who provide consultant and technical assistance to Montana's 556 school districts.

The Board, appointed by the Governor, has broad policy-making responsibility for the public school system. In regard to library services, it has two key functions: adoption of school accreditation standards (including those affecting school media library collections and ratios of library staff to students) and certification policies.

Montana University System Board of Regents with the Commissioner of Higher Education

The Board of Regents, appointed by the Governor, holds authority for managing the state's six university units and for coordinating activities with the state's community colleges. Its chief agent is the Commissioner of Higher Education who maintains a central office in Helena. The Council of Presidents from the

six campuses meets regularly for coordination purposes. A variety of committees and task forces have been brought together to address particular concerns, including those relating to libraries.

Montana Library Association

As a unified advocate for library concerns, this working group of nearly 600 Montana library professionals promotes interest in library development to raise the standards of library services in the state. At annual conferences and through its committees and divisions, the Association builds a coalition of differing interests, encourages the interchange of ideas and offers opportunities for professional growth. The legislative committee of the Association identifies needs and helps represent them before the Montana legislature. In addition to lobbying for library legislation, the Association works actively to support intellectual freedom and sponsors continuing education through workshops and other activities. It publishes a quarterly newsletter and a bibliography of Montana authors. It maintains affiliations with regional library associations and the American Library Association. In addition to several standing and special committees and special-interest groups, the Montana Library Association's four major membership divisions--public library, school library/media, academic and special library, and friends and trustees--assure a voice for all interests within the library community.

LOCAL

County Commissioners and members of municipal councils, governing within their jurisdictions, deal with matters of taxation and public service delivery and write and revise ordinances. Part of these duties includes appointment of the boards of trustees who govern public libraries and approval of public library budgets.

Public library boards of trustees set policies to guide library personnel management, collection development and business transactions which may include cooperative service agreements, preparation of annual budgets, reports to the governing body, and capital improvement and fund-raising projects.

Federations unite public libraries within six geographic areas that cover the state. The structure of the federations provides a mechanism for cooperation among local jurisdictions. Each of the six federations looks to its own advisory council to guide provision of services to federation member libraries.

Public schools are governed by school board members elected from local school districts. Boards set policy, hire and fire staff and approve budgets, including those for libraries.

FEDERAL#

People within the library community have to be alert to federal actions. Congress not only sets appropriation levels for federal agencies, but those for library-related programs as well. Members of Congress make laws of sometimes peripheral interest to libraries that affect postal rates, telecommunication cost differentials and government publications.

PUBLIC INVOLVEMENT

The process of library development invites public involvement at all levels. Critical and creative public response is vital to the quality of this development. This response must include clear messages to service shapers and decision-makers at all levels from the library community regarding its desires for library services. Public directives can help library development proceed with maximum speed and minimal confusion and conflict.

FUNDING

OVERVIEW

At the practical foundation of all library services is money. Library funding mixes locally supplied monies with those received through state and federal governments. Cities and counties take major responsibility for funding their local libraries. Local school districts support school media centers. The University System's campus libraries receive funds primarily through state appropriations. State funds also support the Montana State Library, some federation functions and libraries in state agencies and institutions. Private schools, private academic libraries and special libraries operate through the organization of which they are a part.

LOCAL SUPPORT

Local resources, primarily local property tax revenues, supply 80 percent of the money used to operate Montana's local public libraries. About 5 percent comes from federal revenue sharing funds made available to local government jurisdictions. Other sources combine to provide the remaining 15 percent--grants, gifts, private fund raising and library-raised revenues such as user fees, fines, photocopying charges and monies from auctions, book sales and other events.

Local funding for public libraries made relatively modest gains each year until about 1980 when funding leveled off. Since then, the per capita amount raised from local taxes* has centered at about \$5.60 per year and remains fairly constant; however, if every county and municipality supported their libraries to the maximum mill levy, this alone would raise support 65 percent to \$9.25 per capita.

STATE SUPPORT

State funds chiefly support three major library services: basic operations in state-run libraries, state agency support services to Montana libraries and interlibrary loan services, especially to promote resource sharing occurring within the federation structure.

* State law sets the maximum permissive mill levy local governments may assess for libraries. Until 1983, this was 3.0 mills for counties and 4.5 mills for municipalities. In 1983, these were raised to 5 and 7 respectively.

State-operated libraries include the Montana State Library, other state agency libraries, libraries serving state institutions and the collection of films and audiovisual materials maintained by the Office of Public Instruction for statewide school use.

The Office of Public Instruction and the State Library also offer consultative services to the state's libraries and are the two key agents of state government's commitment to library service.

The interlibrary loan network, provided through the federation system, expands available library resources to include those offered by other Washington Library Network (WLN) members in the Pacific Northwest. State funds also help pay for the structure of the federations.

Two Sources of State Monies

State funds are of two types: state general funds and coal severance tax revenues. General fund monies currently support the University System libraries and, with other funds, the Montana State Library and other state agency libraries. Coal severance taxes help pay for the federation structure plus the networking activities conducted by the State Library to benefit all libraries in the state.

Current Funding Levels

Library support from the state general fund has stayed fairly even with normal inflationary increases. Allocations usually match those required for continued receipt of federal funds, but little more. The general fund appropriation for the State Library in 1984 was \$539,229, for FY'85, \$551,136.

The coal severance tax allocation for structural support of the federations began in 1979. The interlibrary loan network allocation came three years later. This federation support amounted to \$383,568 in 1980; by 1983, it had fallen more than 17 percent to \$326,657. Fluctuations within the coal tax make federation program planning uncertain.

The school foundation program and local government block grants (which can be tapped for library services) channel some state funds back to school districts and local governments. The school foundation program distributes money generally based on levels of enrollment in accredited schools. Public libraries must compete with other community needs for local government block grants portions. Other funds also are available to libraries through some competitive state grant programs (such as the Cultural and Aesthetics Projects Fund and Coal Board grants) funded by coal severance taxes.

FEDERAL SUPPORT

Federal funds support expansion of library services for underserved areas and people, library media centers in schools, academic libraries, tribal libraries on reservations, distribution and collection of federal documents, special information networks, and operations and capital improvements of public libraries.

Six Sources of Federal Monies

LSA/LSCA

Federal assistance for public libraries began in 1956 with the Library Services Act. It made federal funds available to the states on a matching basis to extend and develop public library service in rural areas. Montana used these funds primarily to set up the federation system. In 1964, when this program became the Library Services and Construction Act (LSCA), extension and improvement of library service broadened to cover areas without service or with inadequate service, public library construction and the improvement of other state library services to underserved areas, disabled people, residents of institutions and disadvantaged people. The LSCA helped strengthen the state's libraries and promoted interlibrary cooperation among all types of libraries. In Montana these funds continue to be used for demonstration programs within the federation structure and for service expansion into underserved or unserved areas, primarily through the State Library.

In FY'84, Montana received \$469,556 under this Act, the bulk of which (\$367,560) went to operations and services of the State Library because the state general fund appropriation continues to provide only minimum "maintenance efforts" levels. The remaining \$101,996 was used for grants offered to the statewide library community.

REVENUE SHARING

Federal revenue sharing channels funds through local governments for allocation to local budgets. Some choose to use these monies to pay for public library operational costs and capital improvements. In FY'83, 19 local libraries received \$332,938 to pay for their operational costs while \$33,064 went for two major one-time capital improvement projects.

NDEA/ESEA/ECIA

The National Defense Education Act (NDEA) of 1959, the first federal program to give a boost to school libraries, helped pay for purchases of books and audiovisual equipment.

Followed in 1964 by the Elementary and Secondary Education Act (ESEA) and its Title II (which became Title IV-B in 1974), this federal support allowed the growth of collections in school library and educational media centers.

Categorical ESEA monies were folded into a block grant for schools under Chapter II of the Education Consolidation and Improvement Act (ECIA) in 1981. School boards decide how this allocation will be spent by both public and private schools in their districts. At the end of the first year block grant, half of the schools taking part used some or all of their share for library services, while 72 percent of the schools spent some or all for the purchase of instructional equipment.

INDIAN EDUCATION

Some federal monies combined with some private funds have been channeled to library services for Native Americans. The Indian Education Act of 1964 didn't specifically provide funds for library development; however, guidelines allowed for library and reference materials.

The Reagan Administration's reorganization in 1981 shifted administrative authority for many Indian education programs and resulted in severe losses to program funds--eventually 85 to 90 percent.

Part B of Title IV of the Johnson-O'Malley Act provided cultural curriculum development monies for K-12 and advanced studies. What remains, the Tribally-Controlled Community Colleges Act (P.L. 95-461), has no specific line items for library development; however, to be accredited, community colleges must have a library. Colleges can choose to include library development in their budgets. Title III and private sources such as art endowment funds provide small amounts of support.

NLS

The National Library Service within the Library of Congress supports a nationwide system of service to people who are blind or physically handicapped. Within Montana, NLS

postage for library programs serving the disabled is provided through a subsidy from the U.S. Postal Service.

OTHER

Special federal programs include the documents distribution system of regional and partial federal depositories. Montana has two regional document depositories--at the Montana Historical Society and the University of Montana (Missoula)--and eight partial depositories at the State Library, State Law Library, Historical Society Library and Carroll College (Helena), Montana Tech (Butte), Montana State University (Bozeman), Northern Montana College (Havre), and Eastern Montana College (Billings).

Medical and agricultural information networks, supported in part by federal funds, provide information through both databases and printed materials.

Some interest has arisen to encourage state and federal governments to accept a larger portion of the funding responsibility for library service, which currently is borne primarily at the local level.

PRIVATE SOURCES

Unpredictable but ongoing sources of support for libraries come from the private sector: endowments, fundraising, bake sales and AAUW book sales, to name but a few.

SOME ISSUES

The foregoing summarizes sources of funding, but debate over how the money is to be spent, by whom and how it is distributed is an ongoing part of library business.

RATIOS

Traditional blends of federal, state and local resources need to be constantly reexamined. Implications for control go along with each possibility and must be considered. More money usually means more control.

FORMULAS, EQUITY

Part of this control is exerted when funds are divvied up. Factors of population, distance, number of special users (such as illiterate adults), tax capacities and sources of other support often affect the way funds are

distributed. Federal formulas for distribution vary greatly, but many focus on population, putting states with low populations like Montana at a distinct disadvantage.

USES

When tax capacity is considered people ask, "Should those who try harder and need more be rewarded?" Less than maximum mill levies in resource rich areas may bring in ample revenues while revenues from full mill levies in disadvantaged areas may still fall short of what's needed to meet demands for increased services. How to assure best use of funds raises several questions. Should all library programs be developed to some minimum or average level or service or should existing programs with proven strengths be encouraged? Should funds be targeted to special needs or dispersed for general purposes?

GRANT CRITERIA

Related issues concern grant criteria and whether or not to base them on agreed-upon standards. Criteria regarding quality would require a great deal more oversight and monitoring. Criteria emphasizing cooperation would indicate the state's predisposition to multi-type rather than individual library services. Right now grant qualifications could emphasize both quality and cooperation considerably more than they do.

Decisions also need to be made to define what types of program initiatives are suitable to what kinds of funding: categorical aid, block grants or competitive programs.

MANDATES

Requiring libraries to meet set standards exemplifies a possible state mandate to libraries. Do such mandates carry with them the responsibility to provide whatever is needed to help libraries honor these mandates? For example, if the state required a local five-year plan as criteria for receipt of certain funds, should the state then provide additional help to libraries to create these plans?

- SPECIAL ROLES** Libraries can share responsibility with the state for providing support services to other libraries by extending their special strengths and resources. The question is how to compensate these providers within the statewide library network.
- NETWORKS** Montana's library network already extends beyond state borders. Further expansion--regionally, nationally and internationally--would necessitate working out the mix of resources and roles of the various partners.
- FEDERAL/ STATE MIX** Funds for strengthening service have been made available through the Federal Library Services and Construction Act. These funds were eligible for disbursement throughout the state. Unfortunately, too much of this funding source has had to be used at the State Library in the absence of adequate support from the state general fund. Increased general fund support for the State Library would release LSCA monies for much-needed statewide projects; additionally, a greater general fund commitment would be compatible with the State Library's change to serve state government.
- FEEES** Diminishing funds and increasing demands for services prompt searches for new sources of money. Changing user fees is an obvious one, but raises broader issues discussed on page 52.

Decision-makers and shapers need guiding principles and procedures to do their work. Many questions of policy fundamental to library services will be raised when options for library service development are discussed and decided upon. Some of these major issues are briefly discussed in what follows. These questions are not for libraries alone to settle. They invite all members of the library community to continuously clarify and communicate their positions on these issues, encourage public debate and develop policies which reflect public values, national policies, current practices and historical precedents as well as service ideals.

FREEDOMS AND RIGHTS

Free public use of the human record housed in libraries requires full and ready access to a diverse collection of materials in convenient places and formats. The degree to which a library is willing and able to provide this access has been and will remain a fiercely debated topic.

CENSORSHIP

Public prohibition is always a thorny issue. Libraries get entangled in it when choices are made to include or exclude materials viewed as objectionable by a segment of the community. The budget-making process can be a passive form of censorship. Use of library buildings and services by controversial individuals and organizations raises another aspect of this issue.

LIBRARY RECORDS

Many provisions in state and federal law make it fairly clear that public access to public records cannot be denied, except in a few instances. Library records are not specifically included in these exceptions, though legal challenges have yet to arise. Theoretically and legally, anyone could ask to see any library record for any purpose. When does the public's right to know how their libraries are being used and by whom override the rights of individuals to have their reading choices kept in confidence? Who should bear the cost of compiling requested data from library records? Libraries may choose to develop and adopt recordkeeping policies and practices that protect personal privacy within the law, sometimes a costly, time-consuming process.

FEE VS. FREE

Economic factors affect other services libraries offer. Traditionally generous in extending services, libraries are now being forced to consider limiting use of their services and materials to reduce costs as they try to find new or expanded sources of financial support. Some libraries have opted to set a basic fee for users from outside their service boundaries. Some are considering charging all users for extraordinary services such as extensive automated reference searches. Libraries may choose to charge for basic services. What's basic? What's extraordinary? Some people hold that paying fees to publicly funded libraries is paying twice: once through taxation and once again through special fees.

ENTERTAINMENT AND EDUCATION

When libraries have adequate funding, all service roles can be addressed. Shrinking budgets demand choices among these roles. All libraries juggle resources to meet the desires of their users for both information and recreation. To balance these needs, decision-makers must weigh the library's responsibilities as part of the larger educational community, the impact of current public taste and the personal and public desire to have libraries edify the citizenry. Libraries can choose to cooperate with schools and campuses to provide pre-school programs, schoolwork support, continuing education courses, assistance for independent studies and a systematic program to address literacy.

GOVERNANCE AND AUTONOMY

No library operates in isolation. Libraries are inextricably woven into the fabric of community service. The relationship of governing bodies to libraries and libraries to each other directly affects the pattern of library services.

LOCAL GOVERNMENT

Libraries fit into governance structures in various ways. In Montana, relatively autonomous boards of trustees, appointed by municipal or county governments, administer most local public libraries. Those few libraries that serve home-rule communities (and, therefore, might deviate from the usual set of state laws applying to library governance) have a special need for clearly defined roles for their operations within their community charters.

COOPERATING
ENTITIES

A number of local libraries in Montana operate on interlocal agreements with kindred agencies and neighboring jurisdictions#. Elsewhere in the country, library service is sometimes defined by special districts mapped out to cross traditional jurisdictional lines. Montana doesn't have special districts as such, but interlocal agreements can promote cooperation.

Governance of multi-type library projects involves the individual governing bodies of each cooperating library--school boards, local public boards of trustees and county commissions, among others. Often at issue here is the administrative control given to each partner.

STATE
GOVERNMENT

Many questions arise concerning the relationship of local libraries to state government. One is whether state-dispensed funds should go to fee-charging publicly funded libraries. Reporting of library expenditures invites imposition of a uniform accounting system. What should the state's role be in certifying librarians and accrediting libraries? Who should provide services to residents of the state's institutions? Who will set and control technological standards if a statewide automated network is to become reality?

CENTRALIZATION
VS.
DECENTRALIZATION

Debate on these questions often leads to yet another basic issue: the degree of centralization of statewide library services. Tensions stretch between efficiency and effectiveness of services, internal and external controls. A highly decentralized approach, with each entity exercising full autonomy, can lead to substantial variations in services and precludes unified planning and development. Yet the response to local concerns and circumstances from a highly centralized approach can be intrusive. The balancing of a middle way must offset needs for autonomy with the benefits of cooperation.

STATE
SELF-SUFFICIENCY

The degree of autonomy Montana wishes to exercise as a state, measured against the extent it wishes to become dependent on regional and other networks, also is an evolving issue. Some of the same tensions relating to the centralization vs. decentralization issue above pertain to the question of strengthening statewide capacities while balancing regional cooperation. The functions appropriate for in-state development or regional outreach need to be delineated.

GLOSSARY OF LIBRARY LANGUAGE

The language of modern library and information science is derived from several disciplines. This glossary defines the principal technical terms used in preparing this document.

- ACADEMIC LIBRARY** A library established and maintained by a junior college, community college, four-year college or university to meet the needs of its students and faculty, and others by agreement.
- ARCHIVE** A place in which public records or historical documents are preserved.
- AUDIOVISUAL** Non-print materials such as films, tapes and other media.
- AUTOMATIC REFERENCE SEARCH SYSTEM (Online Search)** A system in which devices such as computer terminals are in direct and continuing communication with the processing unit of a computer, usually located at a remote site. Interaction between computer and searcher during the search process allows immediate feedback of results and immediate modification of the search request when desired. In Montana, computerized literature searches are conducted through the Montana Online Reference Service. OCLC and WLN are also online systems.
- AUTOMATION** The use of machines to accomplish tasks once done by hand.
- BIBLIOGRAPHIC UTILITY** An organization that maintains online bibliographic databases, enabling it to offer computer-based support to any interested users, including library network participants. A bibliographic utility will maintain components of the library network data store and provide a standard interface through which bibliographic service centers, and individual library network participants may gain access to the nationwide network.

| | |
|----------------------------------|---|
| BOOKS-BY-MAIL | A varied collection of materials, described in a periodically updated and distributed catalog, available for loan and delivery via postal services. |
| CATALOGING | The process of creating a descriptive record of an item in the library collection in order to be able to locate that item when it is added to the collection. |
| CENTRALIZED DATA PROCESSING | A computer network in which one computer or a group of centrally located computers provides computing power and maintains control of some kinds of programs and telecommunications. |
| CIRCULATION | Movement of materials; lending in and out of the library; the process of keeping records on materials loaned to patrons. |
| COLLECTIONS | The stuff of libraries--books, magazines, newspapers, computerized databases, archives, films, records, cassettes, cameras, art prints--whatever people come to libraries for. |
| COLLECTION DEVELOPMENT | A dynamic and ongoing process of adding materials to libraries, preferably guided by policies reflecting library community interactions. |
| COLLECTION MAINTENANCE | Reviewing library collections with an eye to removing or replacing items, otherwise known as "weeding." |
| COMPATIBLE AUTOMATED SYSTEMS | Computer-based systems which are able to exchange data, graphics and programs. |
| COMPUTER DATA PROCESSING NETWORK | Two or more computers able to share data or programs. |
| COMPUTER NETWORK | An interconnection of computer systems, terminals and communication facilities. |
| COMPUTER PREPROCESSOR | A computer which acts as a go-between for two or more computers; typically handles telecommunication or data communications functions. Also called "front-end" processors. |

| | |
|--------------------------------|--|
| COMPUTER TERMINAL | A device that permits entering data into or pulling data out of a computer system or network (e.g., a data capture device, a tele-typewriter or a computer). |
| CONSTITUENCY | A particular group of users who have specialized requirements for library and information service. |
| CONTINUING EDUCATION | Opportunities for education beyond or in addition to formal education. |
| DATABASES | Files of bibliographic or other information, usually on magnetic tape or disk, for computer processing. Computer databases provide libraries with collections of information, primarily indexes and abstracts, in machine-readable form. The State Library subscribes to three sources of computer databases--Dialog, SDC and BRS. |
| DISTRIBUTED DATA PROCESSING | Computer processing systems in which the control functions and/or computing functions are shared among several network nodes; a single logical set of processing functions implemented across a number of computers. |
| DECENTRALIZED COMPUTER NETWORK | A computer network in which computing power and/or control functions are distributed over several network nodes. |
| DISTRIBUTED NETWORK | A network design in which each node is connected to every other node either directly or through intermediate nodes. |
| ELECTRONIC MAIL | A means of exchanging text messages, such as letters or memos, between two computers or terminals. |
| FACSIMILE TRANSMISSION (fax) | Sending an exact duplicate of a picture, film image or page of text from one point to another by electronic means. |
| FEDERAL | Synonymous with the United States government. |
| FEDERAL AGENCY | A component of government in the executive or legislative branch of the federal establishment. |

| | |
|-----------------------------------|--|
| FEDERATION | A group of public libraries working together to provide a broader range of resources and services than individual libraries can offer alone. It may be a single or multi-county system with an advisory library board made up of a representative from each participating unit. The librarian of a federation headquarters library serves as a non-voting member of the advisory library board. Each local library board retains control over local aspects of its library's services. |
| FEDERATION HEADQUARTERS | The six federations in Montana and their headquarters libraries are: Broad Valleys Federation, Bozeman Public Library; Golden Plains Federation, Glasgow City-County Library; Pathfinder Federation, Great Falls Public Library; Sagebrush Federation, Miles City Public Library; South Central Federation, Parmly Billings Library; Tamarack Federation, City-County Library of Missoula. |
| GOVERNMENT PUBLICATIONS | Material published by agencies of government--local, regional, state and federal--also referred to as government documents. |
| HARDWARE | The physical equipment in a data processing or other machine system (in contrast to software), also the electronic or mechanical components or a computer. |
| INFORMATION | Includes facts and other recorded knowledge found in books, periodicals, newspapers, reports, audiovisual formats, magnetic tapes, databases, and other recording media--the stock and trade of libraries. |
| INFORMATION STORAGE AND RETRIEVAL | The collecting and arranging of information and/or materials so they are readily identifiable and available on demand; the process of selecting from database citations to bibliographic items or other pieces of data, using a variety of access points (subjects, names, dates, etc.) and often employing logical operations to define the search strategy. |

| | |
|--|--|
| INSTITUTIONAL LIBRARY | A library within a prison, hospital, rehabilitation center or similar institution serving the library and information needs of its residents. |
| INTERLIBRARY LOAN (ILL) | A process of lending and borrowing materials among libraries, based on defined and agreed-upon protocols, begun when a library cannot fill a user's request from its own collection. |
| JURISDICTION | A county, city and county, city or any district authorized by law to provide public library services and which operates a public library. |
| KURZWEIL READING MACHINE | A microprocessor-based machine which uses optical character recognition (OCR) technology to scan the printed page and produce voice output (synthetic speech); a tool for blind and physically handicapped readers. |
| LIBRARIAN | A specialist in the organization, management and use of recorded information. |
| LIBRARY | Almost any agency or service that takes as its sole responsibility the storing, retrieving and sharing of information [and in this report, the people who work therein]. It may contain books, films, magazines, maps, manuscripts, microfilms, audiovisual materials, tape recordings, computer tapes, etc. It also provides information services to requesters from its own and outside resources. |
| LIBRARY SERVICES AND CONSTRUCTION ACT (LSCA) | A federal program which provides funds to states to extend and improve library services to areas without such services or with inadequate services; to make library services more accessible to persons who, by reason of distance, residence, language, physical handicap or other disadvantage, are unable to receive the benefits of library services regularly made available to the public; to strengthen metropolitan public libraries which serve as national or regional resource centers; and to improve regional, state or interstate cooperative library networks for the systematic and effective coordination of the resources of school, public, academic and special libraries and special information centers. |

| | |
|--------------------------------|--|
| LITERACY | The basic reading and writing skills people need to function effectively in society. |
| MICROCOMPUTER | Usually refers either to a computer on a chip or a complete small computer system-- usually includes a microcomputer chip, software, keyboard, video screen and a printer. |
| MICROFICHE | A rectangular sheet of film called a "fiche," (approximately 4" X 6") holding photographically recorded microimages of print or graphic material. One fiche can record from 98 to 270 pages of information, depending on the extent of photographic reduction. |
| MICROFILM | A film, 16mm or 35mm wide, containing a photographic record of printed or other graphic material, in roll form. A 100-foot roll of 35mm film can contain 1200 images. |
| MICROFORM | A generic term for any means of storing information which contains images too small to read without magnification. Microfiche and microfilm are both microforms. |
| MICROFORM READER | A projection device that magnifies the images of microfiche and microfilm so they can be read with the unaided eye. |
| MICROFORM READER-PRINTER | A projection device that displays magnified microimages and enables the user to make paper prints of them. |
| MINICOMPUTER | Larger than a microcomputer in terms of speed and data storage capabilities; frequently manages files in excess of 10 million characters, which is rare with microcomputers. |
| MODEM | Usually a device that allows two computers to exchange information through phone lines. |
| MONTANA UNION CATALOG (MONCAT) | A small but growing compilation of the holdings of Montana libraries which are entered into the Washington Library Network |

(WLN) database; ultimately to be produced on microfiche and made available to libraries in Montana.

MULTI-TYPE LIBRARY
COOPERATION

A means of mobilizing total library resources to meet the needs of the user without regard to the type of library involved and without classifying the user as a public, school, academic or special library patron. The goal is to help all library users make more effective use of all library resources and services related to education, work and recreation needs.

MULTI-TYPE LIBRARY
NETWORK

A network that serves more than one type of library, such as academic and special libraries. This refers to types of network participants, not to geographical coverage.

NATIONAL

Refers to interests that transcend local, state and regional concerns; also used to refer to organizations whose operations embody or serve these broader interests.

NATIONAL LIBRARY
SERVICE OF THE
LIBRARY OF CONGRESS
(NLS)

The division of the Library of Congress which helps provide library services to blind and physically handicapped readers by supplying materials, equipment and use of postal subsidy to libraries who serve this special user group.

NETWORK

Two or more libraries and/or other organizations engaged in a common pattern of information exchange, through communications, for some functional purpose. A network usually consists of a formal arrangement whereby materials, information and services provided by a variety of types of libraries and/or other organizations are made available to all potential users. Libraries may be in different jurisdictions but agree to serve one another on the same basis as each serves its own constituents. Computers and telecommunications may be among the tools used for communicating among network partners.

NETWORK NODE

A station, computer terminal or communications device in a network.

| | |
|---------------------------------------|---|
| ONLINE | Usually refers to one computer or terminal interacting directly with another at pretty much the same time. |
| ONLINE COMPUTER LIBRARY CENTER (OCLC) | A computer network system centered in Columbus, Ohio, where cataloging information about books is stored, so that information about a given book, including a list of libraries owning it, can be called up on a TV-like screen by thousands of libraries throughout the nation. A book cataloged at OCLC doesn't need to be cataloged by libraries with access to the OCLC database. The Washington Library Network (WLN) offers similar cataloging and book location information. |
| POLICIES | Methods or courses of action adopted by governing bodies, administrators and decision-makers to influence and determine activities; guiding principles or procedures. |
| PRIVATE SECTOR | Organizations not directly tax supported; includes organizations outside of government such as profit-making companies and nonprofit institutions which produce, process, store or disseminate information. |
| PROTOCOL | Conventions used in communicating between nodes and levels in a network, specifically a formal set of conventions governing the format and relative sequencing of message exchanges. |
| PUBLIC AWARENESS (public relations) | The art or science of promoting rapport and goodwill between libraries and the community at large through ongoing assessment of the community library needs and response to library services and programs, the development of neighborly interchange and distribution of interpretive materials. |
| PUBLIC LIBRARY | A library or group of libraries which is operated by a single public jurisdiction and which traditionally has served its residents free of charge. |
| PUBLIC SECTOR | Organizations directly tax supported. |

| | |
|-------------------------------------|---|
| REFERENCE COLLECTION | Library holdings or the stuff in libraries that provide research information, factual and statistical data and bibliographic verification sources not available for general loan: indexes and abstracts, dictionaries, yearbooks, statistical compendia, union catalogs, bibliographies and directories. |
| REGIONAL OR MULTISTATE AFFILIATIONS | Arrangements (by informal agreement, compact or contract) among states or statewide agencies to pursue common library and information programs. |
| RESOURCE SHARING | Any means by which information and/or materials in one library are available to users of another library, often using automated systems, union catalogs and communications networks. |
| ROUND ROBIN | An interlibrary loan process which routes requests from the six public library federations for checking against the collections of major Montana libraries; a temporary means to use in-state library resources until the time that a Montana Union Catalog on microfiche is developed through WLN. |
| SCHOOL LIBRARY MEDIA CENTER | An area or system of areas in schools where a full range of information sources, associated equipment and services from media staff are accessible to students, school personnel and the school community. |
| SENSORY WALL | Resembles an infant's activity board, provides stimulation activities such as: auditory experiences through discrimination of sounds, kinesthetic/tactile experiences through hand manipulation of objects, visual stimulation through colors, lights and mirrors, and olfactory stimulation through experience of different smells. Users will turn on lights, ring doorbells, pull a zipper, snap snaps, etc. Some of the popular items on the wall are a voice-activated multi-colored light box, an ant farm and a remote-controlled robot. |
| SOFTWARE | The intellectual instructions which govern machine operations; programs written by users or manufacturers of computers that control a computer's operation. |

| | |
|--------------------------------------|--|
| SPECIAL LIBRARY | A library serving a special purpose or clientele, maintained by an association, government service, research institution, learned society, professional association, museum, business firm, industrial enterprise, Chamber of Commerce or other organized group, the greater part of whose collection is in a specific field or subject, e.g., natural sciences, economics, engineering, law, history. |
| SUPPORT SERVICES | Clerical, technical, logistical functions that allow libraries to do their work. |
| SYSTEM | An organization of people, machines, material resources, and procedures designed to accomplish a given purpose or set of purposes. A system may exist within a library or information activity, or it may exist when two or more library or information activities agree to participate in a common service program utilizing their resources. |
| TECHNOLOGY | The application of the science of automation and information to library business and services. |
| TELECOMMUNICATIONS | The exchange of information by electrical transmission. |
| TELEFACSIMILE | See facsimile. |
| UNION CATALOG | A catalog collection or listing of the holdings of several libraries, generally established by a cooperative effort, used primarily for loan services. |
| UNION LIST OF MONTANA SERIALS (ULMS) | A central listing of magazines, annuals, quarterlies and other publications published under the same title at periodic intervals, which shows the location of each item listed. |
| USER | Any individual or group with a desire, no matter how casual or serious, to use libraries and information facilities. |

WASHINGTON LIBRARY
NETWORK (WLN)

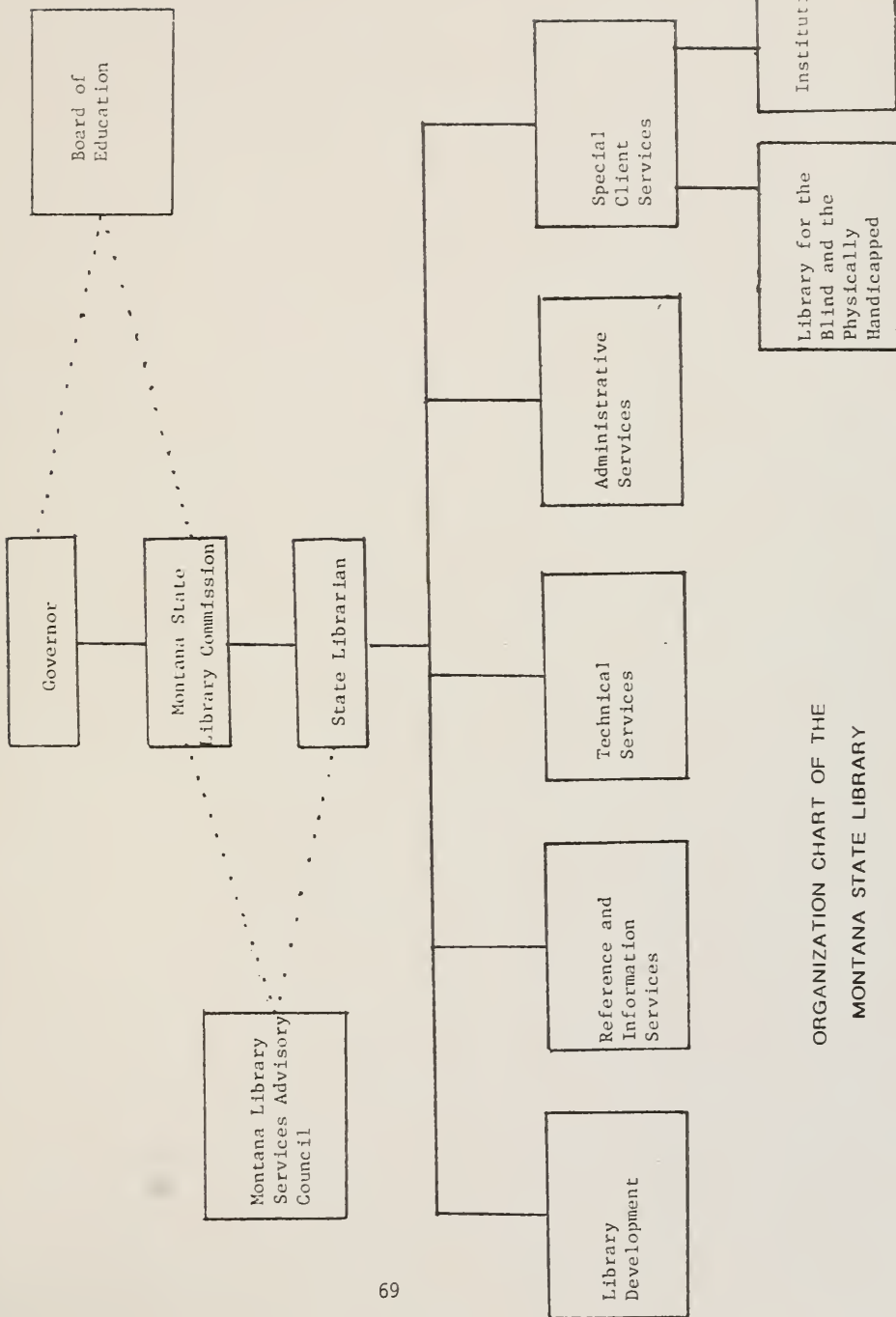
An interlibrary loan and computer network administered by the Washington State Library, offering a variety of automated library services through four systems: bibliographic, acquisitions/accounting, circulation and serials control. A user can determine cataloging information as well as the location of the book for interlibrary loan (ILL) purposes. WLN has member libraries from the states of Washington, Idaho, Montana, Alaska and Oregon and has opened membership to libraries of other states.

WATS LINES

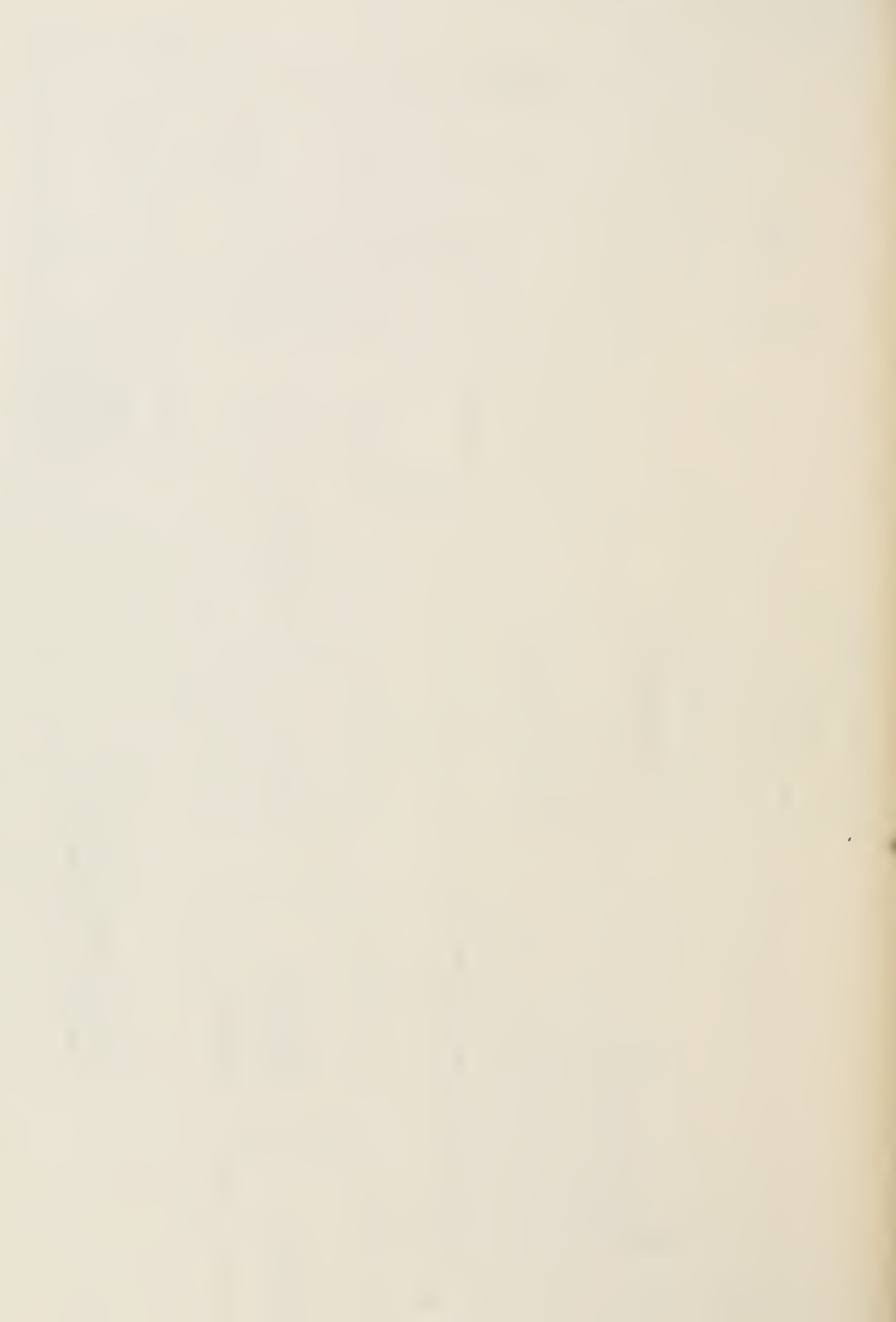
A telephone service which permits users, by use of a special line, to make calls within a specified zone for a flat monthly charge.

ACRONYMS AND INITIALISMS

| | |
|--------|--|
| ALA | American Library Association |
| AAUW | American Association of University Women |
| ECIA | Education Consolidation and Improvement Act |
| ESEA | Elementary and Secondary Education Act |
| FY | Fiscal Year--7/1 - 6/30 |
| ILL | Interlibrary Loan |
| LSCA | Library Services and Construction Act |
| MLA | Montana Library Association |
| MSL | Montana State Library |
| MSLC | Montana State Library Commission |
| MSU | Montana State University (Bozeman) |
| MonCat | Montana Union Catalog |
| NCATE | National Council of Academic Teacher Education |
| NLS | National Library Service |
| OCLC | Online Computer Library Center |
| OPI | Office of Public Instruction |
| P.L. | Public Law |
| PTA | Parent-Teacher Association |
| RSVP | Retired Senior Volunteer Program |
| UofM | University of Montana (Missoula) |
| ULMS | Union List of Montana Serials |
| WICHE | Western Interstate Commission for Higher Education |
| WLN | Washington Library Network |



ORGANIZATION CHART OF THE
MONTANA STATE LIBRARY



1,000 copies of this public document were published at an estimated cost of \$1.70 per copy, for a total cost of \$1,700.00, which includes \$1,420.00 for printing and \$280.00 for distribution.